

DIAGNOSTIC REVIEW REPORT

FOR

MARTIN COUNTY SCHOOLS

104 East Main Street
Inez, KY
41224

Mark Blackburn, Superintendent

February 10-13, 2013



North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools/Systems and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school and system effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions’ vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	1.3

Indicator		Source of Evidence	Performance Level
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	<ul style="list-style-type: none">• System purpose statements• Survey results• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	1

Indicator		Source of Evidence	Performance Level
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none">• System purpose statements• Survey results• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Executive Summary and Self-Assessment	1

Indicator		Source of Evidence	Performance Level
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none">• System purpose statements• Survey results• Superintendent's presentation and interview• Examples of communication to stakeholders• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Classroom observation data• Executive Summary and Self-Assessment	1

Indicator		Source of Evidence	Performance Level
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • System purpose statements • Survey results • Superintendent's presentation and interview • Examples of communication to stakeholders • Review of documents and artifacts • Interviews with school board members • Interviews with parents and community members • Interviews with district staff members • Executive Summary and Self-Assessment 	2

Opportunities for Improvement

Indicator	Statement	Rationale
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Indicator	Statement	Rationale
1.4	Develop and implement a system-wide continuous improvement process that provides clear direction for improving student performance and the conditions that support student learning.	The school district has completed the Comprehensive District Improvement Plan (CDIP) using ASSIST. Interviews and documentation suggest that the improvement planning process, as it is currently implemented in the system, is a compliance driven process the effectiveness of which is measured by the completion and submission of a form. Improvement planning is focused on the core academic program only and does not encompass all divisions and functions of the school system such as human resources or transportation. The degree to which the planning process is collaborative and includes participation from board members or others outside of the district leadership team is limited. Board members, in general, were not aware of the goals of the improvement plan nor could they discuss their role in the development or implementation of the plan.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The system operates under governance and leadership that promote and support student performance and system effectiveness.	1.5

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	<ul style="list-style-type: none">• Stakeholder survey results• Superintendent's presentation and interview• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members	2
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none">• Stakeholder survey results• Superintendent's presentation and interview• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members	2

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none">• Superintendent's presentation and interview• Review of documents and artifacts• Interviews with school board members• Interview with district staff	2
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	<ul style="list-style-type: none">• Stakeholder survey results• Superintendent's presentation and interview• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Classroom observations• Student performance data• School and district Report Card	1

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	<ul style="list-style-type: none"> • Superintendent's presentation and interview • Review of documents and artifacts • Interviews with school board members • Interviews with parents and community members • Interviews with district staff members 	1
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	<ul style="list-style-type: none"> • Stakeholder survey results • Superintendent's presentation and interview • Review of documents and artifacts • Interviews with school board members • Interviews with parents and community members • Interviews with district staff members • Classroom observations • Student performance data 	1

Opportunities for Improvement

Indicator	Statement	Rationale
2.1	Review and refine policies and practices in the context of newly revised statement of purpose and direction. Ensure that policies and practices promote conditions that support student learning as well as effective instructional and assessment procedures focused on providing equitable and challenging learning experiences for all students.	There is no clearly defined district statement of purpose and direction for improving student performance that commit to high expectations for students and staff and that are reflective of shared values and beliefs about teaching and learning. Interviews and documentation indicate that the board of education and the broader community are not engaged in policy development or identification of improvement goals guided by a strong statement of purpose and direction. Some evidence suggests that policies are not equitably applied across the school system. Current policies do not provide adequate and effective guidance for supervision, monitoring and oversight of educational programs.
2.2 & 2.3	Develop and implement policies that will ensure governing body members participate in a systematic, formal, professional development process regarding the roles and responsibilities of the governing body and as individual members. Ensure that the governing body complies with all policies, procedures, laws and regulations and function as cohesive unit.	Interviews and documentation reveal that while the board of education members engage in training mandated by state law, the degree to which they understand their roles and responsibilities as governing body members is not always apparent. Interviews with board members and others further indicated that the governing body members do not always distinguish between their roles and responsibilities and those of system leadership.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The system’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	1.5

Indicator		Source of Evidence	Performance Level
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none">• Stakeholder survey results• Superintendent's presentation and interview• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Classroom observations• Student performance data• School and district Report Card	2

Indicator		Source of Evidence	Performance Level
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none">• Stakeholder survey results• Superintendent's presentation and interview• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Classroom observations• Student performance data• School and district Report Card	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none">• Stakeholder survey results• Superintendent's presentation and interview• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Classroom observations• Student performance data• School and district Report Card	1

Indicator		Source of Evidence	Performance Level
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • Stakeholder survey results • Superintendent's presentation and interview • Review of documents and artifacts • Interviews with school board members • Interviews with parents and community members • Interviews with district staff members • Classroom observations • Student performance data • School and district Report Card 	1
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	<ul style="list-style-type: none"> • Stakeholder survey results • Superintendent's presentation and interview • Review of documents and artifacts • Interviews with parents and community members • Interviews with district staff members 	2

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the system's instructional process in support of student learning.	<ul style="list-style-type: none">• Stakeholder survey results• Superintendent's presentation and interview• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Classroom observations• Student performance data• School and district Report Card	1

Indicator		Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	<ul style="list-style-type: none">• Stakeholder survey results• Superintendent's presentation and interview• Review of documents and artifacts• Interviews with school board members• Interviews with parents and community members• Interviews with district staff members• Classroom observations• Student performance data• School and district Report Card	1

Indicator		Source of Evidence	Performance Level
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	<ul style="list-style-type: none"> • Stakeholder survey results • Superintendent's presentation and interview • Review of documents and artifacts • Interviews with school board members • Interviews with parents and community members • Interviews with district staff members • Classroom observations • Student performance data • School and district Report Card 	1
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	<ul style="list-style-type: none"> • Stakeholder survey results • Review of documents and artifacts • Classroom observations 	2

Indicator		Source of Evidence	Performance Level
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Stakeholder survey results • Superintendent's presentation and interview • Review of documents and artifacts • Interviews with school board members • Interviews with parents and community members • Interviews with district staff members • Classroom observations 	1
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> • Stakeholder survey results • Superintendent's presentation and interview • Review of documents and artifacts • Interviews with district staff members • Classroom observations • Student performance data 	2

Indicator		Source of Evidence	Performance Level
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Stakeholder survey results • Review of documents and artifacts • Interviews with parents and community members • Interviews with district staff members • Classroom and school observations • Student performance data 	2

Opportunities for Improvement

Indicator	Statement	Rationale
3.5	Develop structures that will ensure ongoing school and system capacity-building through collaborative learning communities that are established at schools as well as district offices in support of improved instruction, and student achievement, and school/system effectiveness.	Interview and documentation did not reveal the existence of collaborative learning communities at the system level. Opportunities or frameworks for system leaders to engage in collaboration, problem-solving, action research, analysis of student work, etc., appear to be very limited and/or poorly documented. The extent to which the system expects and is supporting the creation of highly effective professional learning communities at the school level is minimal. Oversight, support and commitment to the creation of highly functional professional learning communities do not appear to be a system priority based on interviews and documentation.

Indicator	Statement	Rationale
3.9	Design and evaluate structures in all schools whereby each student is well known by at least one adult advocate who supports that student's educational experience.	Interviews and documentation reveal the existence of a student advisory program at the high school which lacks Board of Education policies and administrative procedures for district oversight and guidance. The degree to which the system expects, supports and monitors effectiveness of structures that will ensure all students have an adult advocate at the school who knows them well and takes an interest in their educational experience is very limited. Several system leaders were not able to discuss or had knowledge of efforts at the school to create a student advisory/adult advocacy structure for all students.
3.11	Develop procedures to systematically evaluate the effectiveness of professional learning programs in improving instruction, student learning, and the conditions that support learning.	Interviews and documentation as well as student performance and classroom observations do not suggest that learning from professional development programs has impacted the instruction in the classroom. Interviews, student performance data and review of documentation suggest that professional development is provided for compliance purposes only.
3.12	Develop a framework to support and monitor the identification of unique learning needs of all students. Provide and coordinate learning support services to meet these learning needs.	Interviews, survey data, documentation, classroom observations, and performance data indicate the absence of adequate differentiation in the regular classroom setting based on identified individual student needs, (e.g., multiple intelligences, learning styles, relative strengths and weakness of students as revealed through MAP sub scores, etc.)

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) “demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	Standard Performance Level
The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	2.13

Indicator		Source of Evidence	Performance Level
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> • District staff interviews • Superintendent’s presentation and interview • Self-Assessment • School and District Report Card • Interviews with school board members • Documentation and artifacts • Classroom and school observations 	3

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"> • District staff interviews • Superintendent's presentation and interview • Self-Assessment • School and District Report Card • Documentation and artifacts • Classroom and school observations • Survey data • School documentation and artifacts 	3
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • District staff interviews • Superintendent's presentation and interview • Self-Assessment • School and District Report Card • Documentation and artifacts • Classroom and school observations • Survey data • School documentation and artifacts 	2

Indicator		Source of Evidence	Performance Level
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	<ul style="list-style-type: none"> • District staff interviews • Superintendent's presentation and interview • Self-Assessment • School and District Report Card • Documentation and artifacts 	2
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	<ul style="list-style-type: none"> • District staff interviews • Superintendent's presentation and interview • Self-Assessment • Documentation and artifacts • Classroom and school observations • Survey data 	2
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • District staff interviews • Superintendent's presentation and interview • Self-Assessment • Documentation and artifacts • Classroom and school observations • Survey data • District Technology Plan 	2

Indicator		Source of Evidence	Performance Level
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> District staff interviews Self-Assessment Documentation and artifacts Classroom and school observations Survey data 	2
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> District staff interviews Self-Assessment Documentation and artifacts Survey data 	3

Opportunities for Improvement

Indicator	Statement	Rationale
4.5 & 4.6	Create processes to coordinate and evaluate the effectiveness of information resources (technology and media) and related personnel to ensure that all students and school system personnel have access to media and information resources to achieve the district's purpose and direction. Ensure that school and system personnel collect data concerning needs and use this information to continuously improve technology services, infrastructure and equipment.	The district maintains a Technology Plan, updated in July 2012, which provides a blueprint and vision for technology integration as it relates to student learning. The plan sets priorities for technology resource allocation, and sets goals for how technology will be used to maximize learning. Classroom observation revealed that students had very little access to a digital learning environment. Interviews indicated that coordination of services and support between the district and school was limited. The degree to which school level support is adequate is not apparent.
4.7 & 4.8	Establish and implement processes to determine student support services, i.e., counseling, assessment, and referral, educational and career planning needs for all students, ensuring that valid and reliable measures of program effectiveness are in place.	While the system provides and coordinates an array of student support services, i.e., guidance counselors and nurses at all schools, Family Resource/Youth Service Center at all schools, access to social workers, physical and mental health access, etc., the degree to which needs are adequately address and services are well coordinated and evaluated is very limited.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<i>Standard 5 – Using Results for Continuous Improvement</i>	Standard Performance Level
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	1.4

Indicator		Source of Evidence	Performance Level
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • District staff interviews • Interviews with school board members • School and District Report Cards • Documentation and artifacts • Assessment data • Self-Assessment • Superintendent's presentation and interview • Classroom and school observations 	2
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	<ul style="list-style-type: none"> • District staff interviews • Interviews with school board members • School and District Report Cards • Documentation and artifacts • Assessment data • Self-Assessment • Superintendent's presentation and interview • Classroom and school observations 	2
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	<ul style="list-style-type: none"> • Documentation and artifacts • District staff interviews • Interviews with school board members • Survey data 	2

Indicator		Source of Evidence	Performance Level
5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> • District staff interviews • Interviews with school board members • Documentation and artifacts • Survey data • Self-Assessment • Superintendent's presentation and interview • Classroom and school observations • Improvement planning documents 	1
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	<ul style="list-style-type: none"> • District staff interviews • Parent and community interviews • Survey data • Board of education interviews • School and District Report Cards • Documentation and artifacts • Self-Assessment • Superintendent's presentation and interview • Classroom and school observations 	1

Opportunities for Improvement

Indicator	Statement	Rationale
5.1	Further define the system's comprehensive student assessment system. Ensure that it generates a range of data about student learning as well as school and system performance, and that this data/information is used to guide continuous improvement.	Assessment data are being generated by the school/system which provides a limited degree of consistency of measurement across classrooms, courses, educational programs and schools. The degree to which the data are systematically collected, analyzed, applied and communicated to stakeholders in an effort to guide continuous improvement in performance and effectiveness in improving instruction is not consistently evident. No evidence was provided to indicate that the system evaluates the effectiveness of the assessment process. There is no process or procedures in place that will ensure the "Red Zone" initiative, or other similar efforts to improve performance, achieve the desired outcome or are effective in improving performance.
5.2	Ensure that the improvement planning process systematically collects, analyzes and applies learning from multiple data sources to guide all improvement efforts. Develop well documented procedures to determine the effectiveness of improvement planning initiatives.	The degree to which a process exists to continuously gather, analyze, and apply data from multiple sources to guide or make modifications to improvement planning initiatives is not consistently apparent and/or well documented. Results of improvement planning appear to be very mixed. No evidence was provided to indicate that the system uses a systematic and continuous process to evaluate the effectiveness of improvement planning initiatives.
5.3	Ensure that professional and support staffs are regularly and systematically trained in the interpretation and use of data.	Some evidence was presented to indicate that the professional and support staff had received training in the interpretation and use of data. The degree to which the training has been effective in ensuring the ongoing use of data to drive decision-making at all levels is not clear. In an effort to create a school/system culture that embraces data more readily, it is essential that system leaders ensure employees are proficient in their ability to understand and use data.

Part II: Conclusion

Summary of Diagnostic Review Team Activities

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted observations.

The Diagnostic Review team met virtually on February 5, 2013 to begin a preliminary examination of Martin County Public Schools Internal Report and determined points of inquiry for the on-site review. Next, team members arrived in the district on Sunday, February 10, 2013 and concluded their work on Wednesday, February 13, 2013.

Martin County Public Schools and system leaders carried out the Internal Review process as directed and in keeping with the developed timeline. Stakeholders, including students, parents and community members were candid in their responses to Diagnostic Review team members. The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
District and School Leaders	11
Teachers and Support Personnel	15
Board Members	7*
Parents and Community Members	8
Students	7
TOTAL	48

(*The team conducted interviews with all current board members including two members whose terms expired in January, 2013.)

The Diagnostic Review team examined data from 30 classroom observations at Sheldon Clark High School conducted February 10-13 using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Overview of Findings

During the past two years the leadership of the Martin County School System has been only marginally effective in (1) shaping a system-wide culture of collaboration and collective accountability; (2) establishing high expectations for students and staff; (3) creating a sense of urgency about the need to improve student performance; (4) developing a data-driven continuous improvement planning process that aligns system personnel and resources to support improved achievement and organizational effectiveness. The degree to which the school system is currently providing opportunities to build a greater sense of ownership and

responsibility for the overall success of the school district are very limited. Evidence of meaningful two-way communication, especially between the district leadership and high school leadership including Educational Recovery Team, are very limited. Opportunities for collaboration and cooperation among internal stakeholders and external constituents appears to also be very limited based on interviews, observations, artifacts and review of survey and data.

A formal school system mission statement, "Every student proficient and prepared for success," was developed several years ago and reviewed during the past two years by district leadership. In general, stakeholders were not able to discuss or explain their understanding of the district mission statement and how it was helping to drive decision-making. The extent to which the mission statement was reviewed using a genuinely collaborative process involving stakeholders other than district leadership is not apparent. Little evidence was presented to indicate that the district has developed and effectively communicated shared values and beliefs about teaching and learning through a systematic and collaborative process involving stakeholders and the board of education.

The degree to which system leadership have established procedures and practices that clearly promote and support improved student performance and school effectiveness are not consistently apparent. Clear procedures and practices that provide for allocation of resources, guidance and support for implementation of educational programs, as well as regular and effective monitoring and evaluation of results are not apparent.

The system has, for example, provided some support for the creation of professional learning communities, advisor-advisee program, and the "Red Zone" class period at the high school. Each of these initiatives has been supported with school staff time, allocation of instructional time, and, in some instances, professional development. However, evidence does not indicate that the district has provided ongoing support and monitoring of implementation or has engaged in evaluation or the impact of these educational programs on student achievement or school culture.

Evidence of ongoing interaction and engagement between the high school leadership and district leadership regarding program implementation, monitoring, resources, etc., is extremely limited. The district liaison assigned to the high school focuses on student attendance and behavior issues. The extent to which the liaison engages in a continuous dialogue regarding turnaround initiatives or improvement of student performance appears to be extremely limited.

A coherent system that ensures all students have access to the approved curriculum through challenging and equitable learning activities has not yet been fully developed. Additionally, the

team found little or no evidence to suggest that the district's curriculum, assessment and instructional practices are monitored and adjusted systematically in response to multiple sources of data.

Interviews, documentation, and classroom observations provided very little evidence that the system is providing the necessary monitoring to ensure equivalent learning expectations in all courses and classes. While some horizontal alignment does exist, vertical alignment procedures are not evident.

Interviews, observations and review of survey data suggest that the district has adequate resources, including sufficient qualified professional and support staff, to implement its educational programs. The degree to which staff assignments are consistently aligned to support the (1) effective and efficient operation of the system and its schools, (2) improvement in student performance, (3) and improvement in conditions that support learning is not consistently apparent. The district has been marginally effective in ensuring that the high school building is a clean, safe and healthy environment for learning based on observations and survey data. The system appears to be committed to providing student support services, such as guidance counselors in all schools. However, consistent procedures for evaluation and monitoring of the effectiveness of these and other services and supports is not consistently apparent.

The extent to which the system has meaningfully engaged in a truly continuous and comprehensive improvement planning process focused on improvement in student achievement and school/system effectiveness is very limited. Some stakeholders expressed a strong commitment to improve student performance, and some system-wide improvement efforts have been implemented. However, improvement planning activities appear to be "events" and compliance driven, e.g., filling out a form, rather than an ongoing process that drives decision-making at many levels of the organization.

The Opportunities for Improvement and Improvement Priorities should not be seen as an indictment of the district efforts, but as a roadmap to build upon the work that has been done thus far.

Standards and Indicators Summary Overview

Standard 1 – Purpose and Direction

Standard 1 – Purpose and Direction

- Some interviews revealed a strong commitment to improvement of student achievement and a desire to improve conditions that support learning across the school system. However, the degree to which system leadership accepts responsibility or is held accountable for student learning is not evident in interviews, documentation and review of data. No interviews, documentation, observations or data indicated that the culture of the school system is based on shared values and beliefs about teaching and learning or commitment to high expectations for student and staff performance.
- Evidence that the school system engages in a systematic, inclusive and comprehensive process to review, revise, and communicate a system-wide purpose and direction for student success is not apparent. Policies or practices that convey the expectations that schools engage in a collaborative process to define and communicate a purpose and direction for improvement are not apparent.

Standard 2 – Governance and Leadership

- Policies provide minimal requirements for the administration, operation and fiscal management of the school system. The Board of Education relies heavily on the policy service of the Kentucky School Boards Association to develop policies and, in general, is not engaged in policy review or development. The Board of Education does not engage in a formal evaluation of its decisions and actions.
- Evidence indicates that the distinction between the roles and responsibilities of the board of education and those of school and system leadership are not sufficiently defined to ensure the effective governance and leadership of the school system.
- Interviews and other evidence indicate that the system culture is not characterized by collaboration among school, system and community stakeholders. Opportunities for parents, teachers, community members, for example, to serve in leadership roles, help shape policies or decisions, engage in improvement planning, etc. are limited.
- Evidence does not reveal effective processes and procedures that ensure supervision and evaluation processes focused on improving professional practice and student success are consistently implemented.

Standard 3 – Teaching and Assessing for Learning

- Some resources and structures are in place which provide for the management and delivery of the approved curriculum using instructional and assessment practices that inform teachers of learning targets. The school system has engaged some teachers in curriculum development activities, worked with a regional cooperative in refining the curriculum, and contracted with a college professor to work with the high school on curriculum development projects. The degree to which these efforts are systemic, aligned, well documented and ongoing is not apparent.

Standard 3 – Teaching and Assessing for Learning

<ul style="list-style-type: none"> The extent to which the system is ensuring utilization of the Continuous Instructional Improvement Support System (CIITS) is not apparent.
<ul style="list-style-type: none"> A coherent system that ensures all students have access to the approved curriculum through challenging and equitable learning activities that develop learning, thinking and life skills leading to success at the next level is not evident.
<ul style="list-style-type: none"> There is little or no evidence to suggest that the district's curriculum, assessment and instructional practices are monitored and adjusted systematically in response to multiple sources of data and an examination of professional practice.
<ul style="list-style-type: none"> The system and school have provided structures to support professional learning communities focused on improving instruction and student achievement. Teachers are provided time to meet during the day and training given to implement the Professional Learning Communities (PLC) process. The degree to which PLC implementation has resulted in improvement in student performance is minimally evident. The district's role in supporting, monitoring, and evaluating the effectiveness of PLC initiative is not apparent.
<ul style="list-style-type: none"> The existence of mentoring, coaching and induction programs for teachers designed to support instructional improvement and create a school/system culture consistent with shared values and beliefs is not evident.
<ul style="list-style-type: none"> A student advisory program has been initiated at the school in the last year which is attempting to ensure that all students have a least one adult advocate in the school who takes an interest in their education. Ongoing monitoring and support for the student advisory program on behalf of the school system is not apparent. The effectiveness of the student advisory program is limited based on student survey data.
<ul style="list-style-type: none"> The degree to which the school/system has designed and implemented programs to meaningfully engage parents in their children's education is not apparent.
<ul style="list-style-type: none"> Although initial efforts have been made to implement a standards-based grading system, the existence of clear board policies and system-level procedures that ensure students' grades are based solely on content knowledge and skills or that grading practices are consistent across grade levels and courses is not evident. The degree to which the system has communicated with parents or the broader community about a standards-based grading approach is not evident.

Standard 4 – Resources and Support Systems

<ul style="list-style-type: none"> Policies, procedures and processes are in place to ensure that the system employs qualified staff and allocates materials and fiscal resources sufficiently to support the purpose, direction and educational programs of the school system.
<ul style="list-style-type: none"> The degree to which the high school building provides a safe, clean and healthy environment for all students and staff is not completely clear based on survey data, observations and interviews. Expectations, definitions, accountability and monitoring of safety and cleanliness appear to be insufficient.

Standard 4 – Resources and Support Systems

- The system has invested in technology infrastructure to provide for a range of media and information resources as well as operational needs. However, the extent to which adequate staff has been designated to support the authentic integration of technology into instructional practice or to support the creation of an effective digital learning environment is not apparent.
- Resources have been allocated for student support, i.e., guidance counselors, Family Resource/Youth Service Centers in all schools, and school nurses in all schools except the high school. However, the degree to which these services are monitored or evaluated for their effectiveness in meeting student needs is not apparent.

Standard 5 – Using Results for Continuous Improvement

- Documentation, performance and survey data as well as interviews indicate the absence of a widely held commitment among system leadership to use results from multiple data sources to drive a continuous improvement planning process.
- Improvement planning activities appear to be “events” rather than an ongoing process that drives decision-making. The extent to which the system has meaningfully engaged in a continuous and comprehensive improvement planning process focused on improvement in student achievement and school/system effectiveness is very limited.

Learning Environment Summary

ELEOT Findings from Sheldon Clark High School

During the on-site review, members of the High School Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place is highly important for student learning. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Diagnostic Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The results of the 30 classroom observations the team conducted using the ELEOT provided insights into teaching and learning in classrooms across the district. However, school and system leaders are encouraged to engage in a more comprehensive analysis of the Effective Learning Environments Observation data.

Both Diagnostic Review teams (the School System Team and the High School Team) used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

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The team used these results to confirm, refute, substantiate, and/or validate data gathered from other sources including reports, interviews, meeting minutes, surveys, and resource materials.

Equitable Learning Environment

There was some evidence that students had equal access to classroom discussions, activities, resources, technology, and support. Some observation data revealed that students understood that rules and consequences were fair and consistently applied. However, there was marginal evidence that showed opportunities for students to learn about their own and others backgrounds, cultures, and differences. Little evidence was present that teachers differentiated learning opportunities and activities in the classrooms.

High Expectations Environment

There was some evidence that students did strive to meet the expectations of the teacher; however, there was marginal evidence that students had access to exemplars of high quality work. There was little evidence that students were engaged in rigorous coursework and discussions or responded to questions of higher order thinking. Some evidence indicated students were given challenging, but attainable tasks.

Supportive Learning Environment

Observations showed that students were not provided assistance to understand the concept being taught and accomplish the task set before them. There was evidence that some students did ask for clarification and sought out help for misconceptions during class time. It was somewhat evident that students demonstrated learning experiences to be positive, and there were fairly positive attitudes towards the classes and learning. Some evidence showed that students received additional instruction and/or feedback to meet their needs.

Active Learning Environment

Some observations revealed that students were engaged in active learning environments. In these classrooms, students asked questions, talked to others about the class lesson, and worked towards completion of an activity. Some evidence was present that students were able to connect class content to real-life experiences.

Progress Monitoring and Feedback Environment

In some classrooms, students demonstrated or verbalized an understanding of the lesson or content being presented and responded to teacher questioning. There was limited evidence that students understood how their work would be assessed (e.g., rubric/criteria), or that students had opportunities to revise or improve work based on teacher feedback (outside of Red Zone).

Well-Managed Learning Environment

Classroom observations showed that students generally speak and interact respectfully with the teacher and peers. Most students transition smoothly from one activity to the next. It is slightly less evident that they consistently follow school rules, or that they know class routines, expectations, and consequences. There is limited evidence that students collaborate effectively with other students during student-centered activities.

Digital Learning Environment

There was very little evidence that students were engaged in a digital learning environment and using technology for the purposes of higher order thinking, such as conducting research or problem solving. There was virtually no evidence that students were using digital tools to communicate and work collaboratively to learn. Evidence showed that some teachers used technology; however, it was mostly for functions such as displaying directions and lacked the connection needed to deepen understanding, more authentically engage students, or provide opportunities for higher order questioning and discussion.

Improvement Priorities

Indicator	Statement	Rationale
1.1	Establish and implement a systematic and inclusive process to review, revise and communicate a system-wide purpose and direction for student success.	The current vision statement, "Every student proficient and prepared for success," was reviewed and revised two years ago with very limited collaboration other than district office staff and some school leaders. The revised statement was presented to the Board of Education for approval. Interviews with board and district staff revealed that there is no policy in place that requires regular review or revision of the formal statement of purpose and direction. The degree to which there is broad understanding and ownership in the current statement of purpose is very limited.
1.2	Develop policies and procedures that will ensure that each school engages in a systematic and inclusive process to review, revise and communicate a purpose and direction for student success aligned to the school district.	Interview, documentation and artifacts did not reveal the existence of policies and procedures that outlined the expectations for schools to review or revise their formal statements of purpose and direction consistent with the board's formal statements of purpose and direction. Evidence indicates that district personnel rarely monitor or provide feedback concerning these processes to school leaders.
1.3 & 2.4	Develop and implement strategies that will build stakeholder commitment to a system-wide culture based on shared values and beliefs about teaching and learning which support challenging, equitable educational programs and learning experiences for all students.	Interviews, documentation and survey data did not reveal that the district had identified shared values and beliefs about teaching and learning that were reflective of challenging and equitable educational programs for all students. Classroom observations and student performance data indicate that educational programs challenge some students and provide a way for only some students to achieve learning, thinking, and life skills necessary for success at the next level. The degree to which the school system is providing opportunities to build a greater sense of ownership and responsibility among stakeholders through shared leadership, collaboration and cooperation is limited.

Indicator	Statement	Rationale
2.5	Develop opportunities for improving stakeholder communications and engagement. Examine ways to involve stakeholders in shaping decisions, providing feedback, working collaboratively on system improvement efforts, and in providing meaningful leadership roles.	Interviews and documentation reveal little or no active stakeholder participation in district advisory committees, opportunities for community members, teachers or school leaders to serve in district leadership roles, engagement in improvement planning efforts, or other activities that would build a greater sense of ownership and responsibility in the success of the school system among teachers, parents, students, administrators, and community members.
2.6 & 3.4	Develop and implement policies and practices that will ensure leadership and staff monitoring, supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	Interviews, documentation, classroom observations, and student performance data strongly indicate the absence of effective systemic monitoring, supervision and evaluation processes that ensure all students have equitable and challenging learning experiences. Supervision and evaluation processes are randomly implemented and/or poorly documented, and the results of these processes are rarely used by system leadership to inform decision-making. There was no evidence to suggest that supervision and evaluation were related to professional development or to improvement in student learning. The supervision and evaluation process appear to be “compliance” driven rather than part of a systemic approach to improving professional practice, student performance or system/school effectiveness.
3.1 & 3.2	Redesign curriculum management procedures to ensure that (1) students across the system receive challenging and equitable opportunities to develop learning skills, thinking skills and life skills that will ensure success at the next level; (2) like courses/classes have equivalent learning expectations; (3) differentiated learning activities are provided consistently; (4) curriculum, instruction and assessment throughout the system are aligned and adjusted in response to data from multiple sources.	Interviews, documentation and student performance data provide little evidence that the school system ensures equivalent learning expectations in all courses and classes. While horizontal alignment is in initial stages, vertical alignment procedures are not evident. The degree to which the curriculum management procedures are addressing students’ readiness for success at the next level are not evident, (e.g., grading and reporting practices). Classroom observation, interviews and student performance data indicate an absence of differentiated/individualized learning opportunities in regular classroom settings. The school district’s role in ensuring that modifications and adjustments to instruction, curriculum, and assessment practices are made based on data from multiple sources at the classroom, school or district levels is unclear.

Indicator	Statement	Rationale
3.3	Develop processes and procedures that will ensure achievement of learning expectations through the use of instructional practices that actively engage all learners.	Classroom observations, interviews, review of student performance data indicate that levels of student engagement are inadequate. Classroom observations rated Active Learning environment at 2.2 out of 4 suggesting that students are not engaged in rigorous academic activities, discussions, thinking, problem-solving, etc.
3.6	Establish a system-wide instructional process in support of student learning that will ensure all students are informed about learning expectations and standards of performance. Ensure that the process (1) provides students with exemplars; (2) includes multiple measures, such as formative assessments, to inform the ongoing modification of instruction; (3) and provides specific and immediate feedback to students about their learning.	Interviews, classroom observations, documentation reveal that a well-defined system-wide instructional process that ensures all students are consistently informed about learning expectations and standards of performance has not been established.
3.7	Develop mentoring, coaching and induction programs for teachers that support instructional improvement consistent with the system's values and beliefs about teaching and learning.	Interviews, survey data, observations, and documentation and artifacts do not reveal the existence of documented teacher mentoring and coaching programs that have been established, implemented and evaluated by the system in support of student learning.
3.8	Design, implement and evaluate programs that provide meaningful engagement of families in their children's learning process and provide them with multiple ways of staying informed of their children's learning progress. Use the "Missing Piece" and other resources available through the Prichard Committee to guide the development of these programs.	Interviews, survey data, observations, documentation and artifacts do not reveal the existence of programs that have been specifically designed, implemented and evaluated to provide opportunities for meaningful family engagement in children's education.
3.10	Develop grading and reporting policies and practices based on clearly defined criteria that represent the attainment of content knowledge and skills and that are consistent across grade levels and courses. Ensure that policies, processes and procedures are monitored as well as formally and regularly evaluated.	Interviews, survey data, observations, documentation and artifacts as well as student performance data does not reveal the existence of grading and reporting policies that ensure academic grades are based on the attainment of content knowledge and skills. The extent to which current grading and reporting practices provide accurate measures to help guide improvement in educational programs, student achievement or help ensure student readiness for success at the next level is very limited.

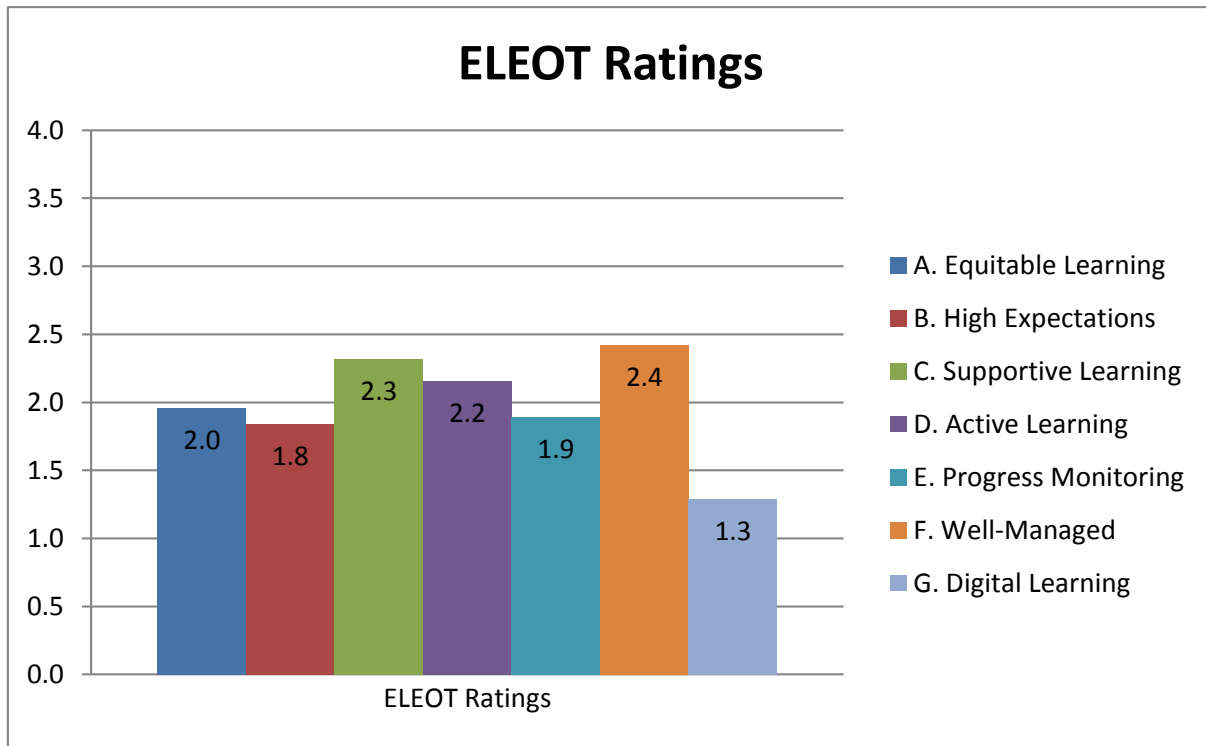
Indicator	Statement	Rationale
4.3	<p>Ensure a safe, clean and healthy environment for all students and staff is provided:</p> <ul style="list-style-type: none"> (1) Create an expectation through the establishment of policies and practices that will ensure safety drills, i.e, fire and tornado, are consistently carried out, monitored and well documented for all schools by the district. (2) Ensure that the findings of the Kentucky Center for School Safety assessment conducted in November, 2011, are fully addressed. Further ensure that any safety conditions identified in the report are monitored to assure no reoccurrence. (3) Establish definitions and expectations for maintaining safety, cleanliness and safety for a healthy environment. Establish valid measures that allow for continuous tracking of these conditions. 	<p>Only 24% of students responded that they agree/strongly agree with the statement, "In my school the building and grounds are safe, clean, and provide a healthy place for learning."</p> <p>School observations revealed that the building is not well maintained.</p> <p>An examination of safety drill records in the district office revealed that documentation of drills was incomplete for many schools for this school year.</p> <p>A safety assessment was conducted by the Kentucky Center for School Safety at the high school nearly two years ago. While the district maintains a copy of the findings of the safety assessments, there is no documentation to indicate the extent to which the district has responded fully to the findings of the safety assessment or is providing ongoing monitoring of conditions identified in the assessment.</p>
5.4	<p>Develop processes that can be implemented continuously to determine verifiable improvement in student learning, including readiness for and success at the next level.</p>	<p>The team could not detect the existence of policies or procedures that clearly define or described how the school system determines verifiable improvement in student learning and the extent to which educational programs are ensuring student readiness for and success at the next level. The extent to which system leaders use performance data and other measures of system effectiveness to systematically evaluate the results of system or school improvement planning initiatives is not documented. How system or school personnel are held accountable for verifiable improvement in student achievement leading to next level preparedness is not apparent based on interviews and review of documentation.</p>

Indicator	Statement	Rationale
5.5	Ensure that school and system leadership monitor and communicate comprehensive information about student learning and the conditions that support learning to stakeholders including parents and students.	Evidence suggesting that school or system leadership are consistently monitoring interim assessment data, e.g., MAP and common assessments, is very limited. Evidence that the school/system is systematically communicating information regarding student performance, conditions that support learning and school/system effectiveness to all stakeholders, through multiple delivery methods, is very limited. School/system leaders are encouraged to establish regular means of communicating performance and effectiveness information as a way of building broad stakeholder understanding and support for school/system goals, programs and initiatives.

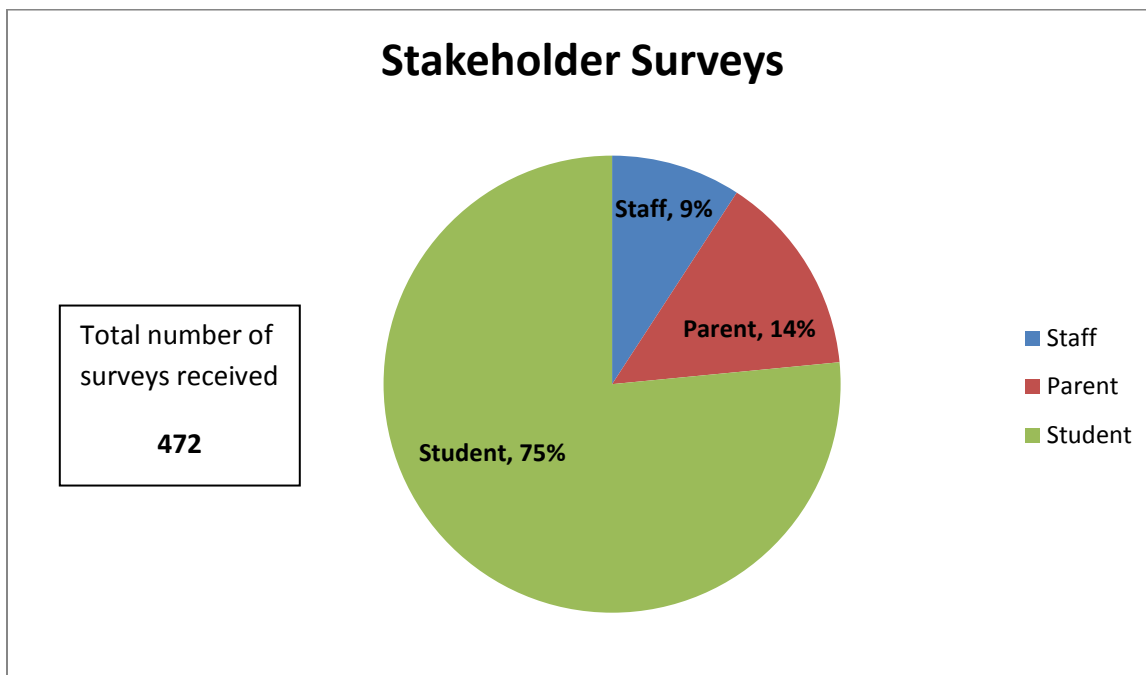
Part III: Addenda

Diagnostic Review Visuals

Average learning environment ratings
from all observations



**Percentages of stakeholder groups that
completed the surveys**

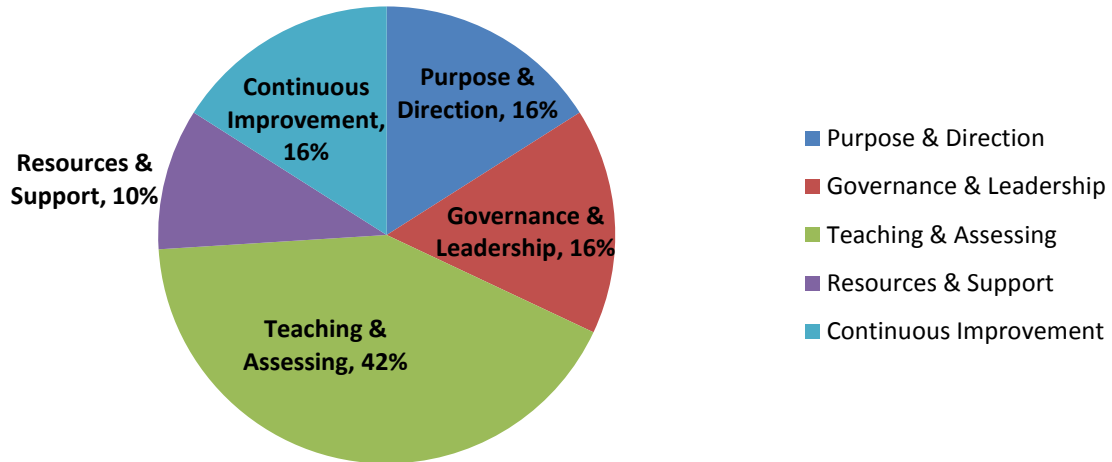


Self-Assessment performance level ratings

Indicator Assessment Report		
<i>Indicator</i>	<i>District Rating</i>	<i>Review Team Rating</i>
1.1	2	1
1.2	2	1
1.3	3	1
1.4	3	2
2.1	3	2
2.2	3	2
2.3	2	2
2.4	2	1
2.5	3	1
2.6	3	1
3.1	3	2
3.2	3	2
3.3	3	1
3.4	3	1
3.5	2	2
3.6	3	1
3.7	2	1
3.8	3	1
3.9	3	2
3.10	2	1
3.11	2	2
3.12	2	2
4.1	3	3
4.2	3	2
4.3	3	2
4.4	3	2
4.5	2	2
4.6	3	2
4.7	3	2
4.8	3	2
5.1	3	1
5.2	3	2
5.3	3	1
5.4	2	2
5.5	3	1

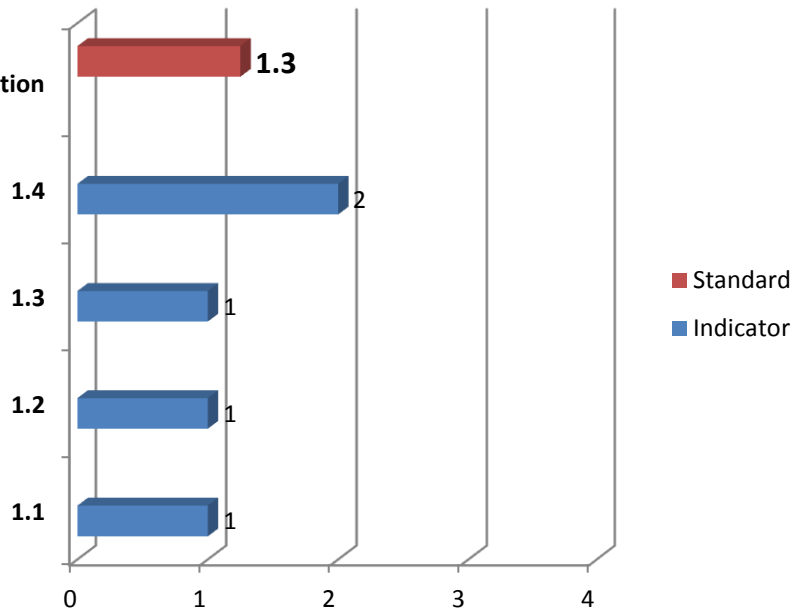
**Percentage of Standards identified as
Improvement Priorities**

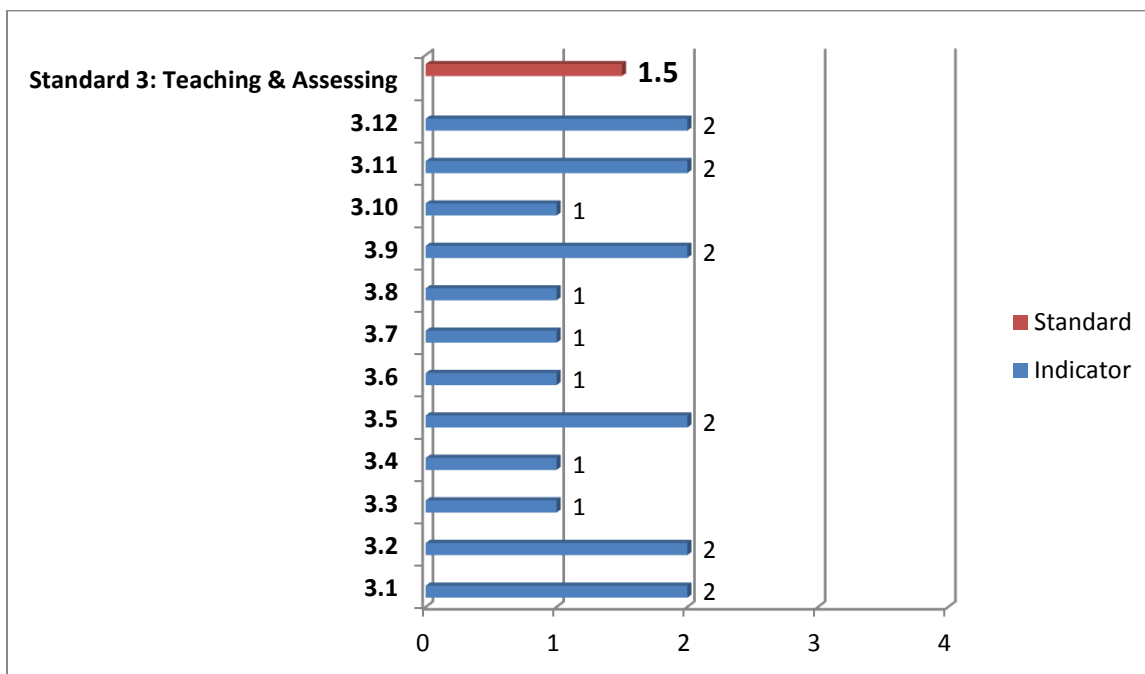
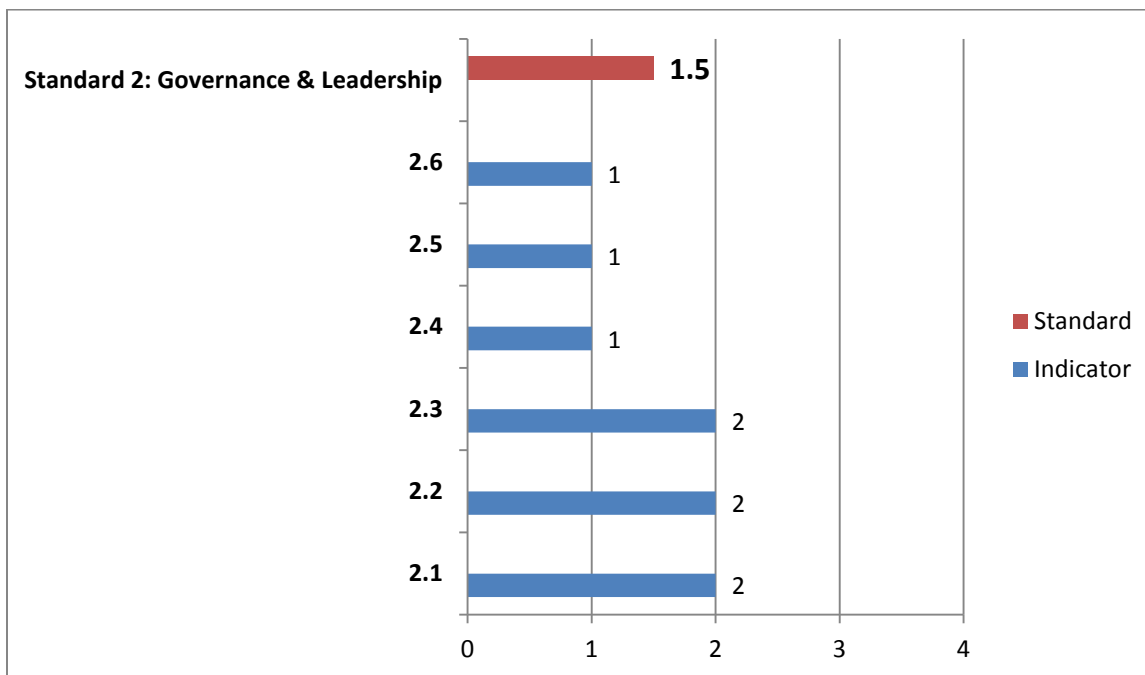
Improvement Priority Report

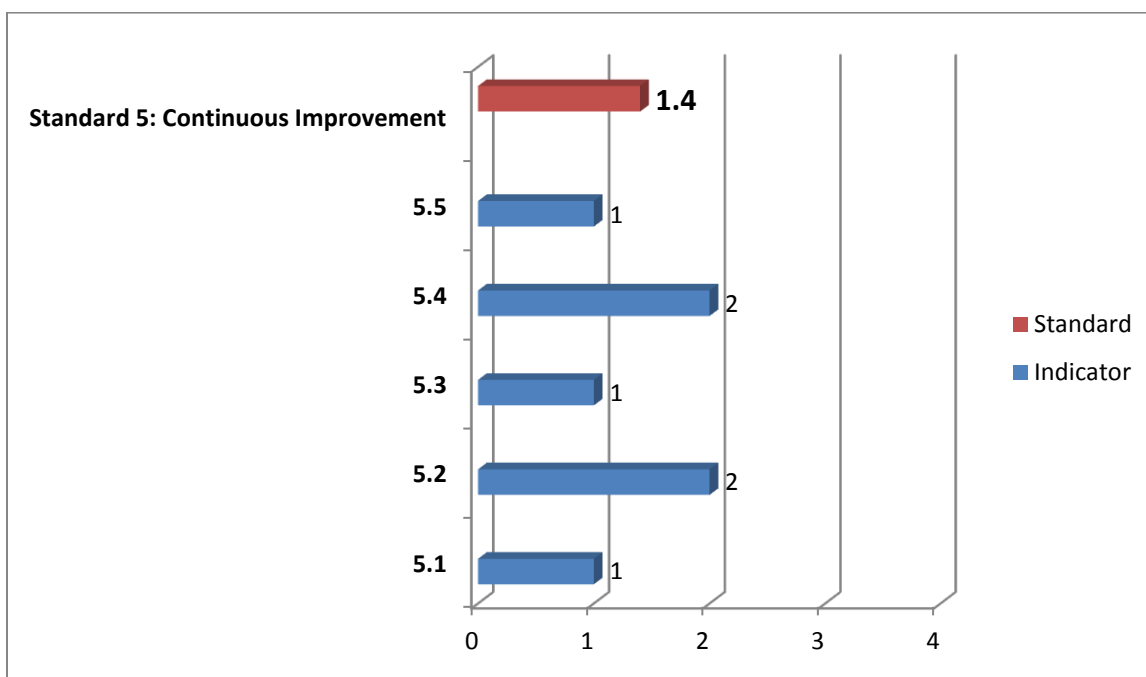
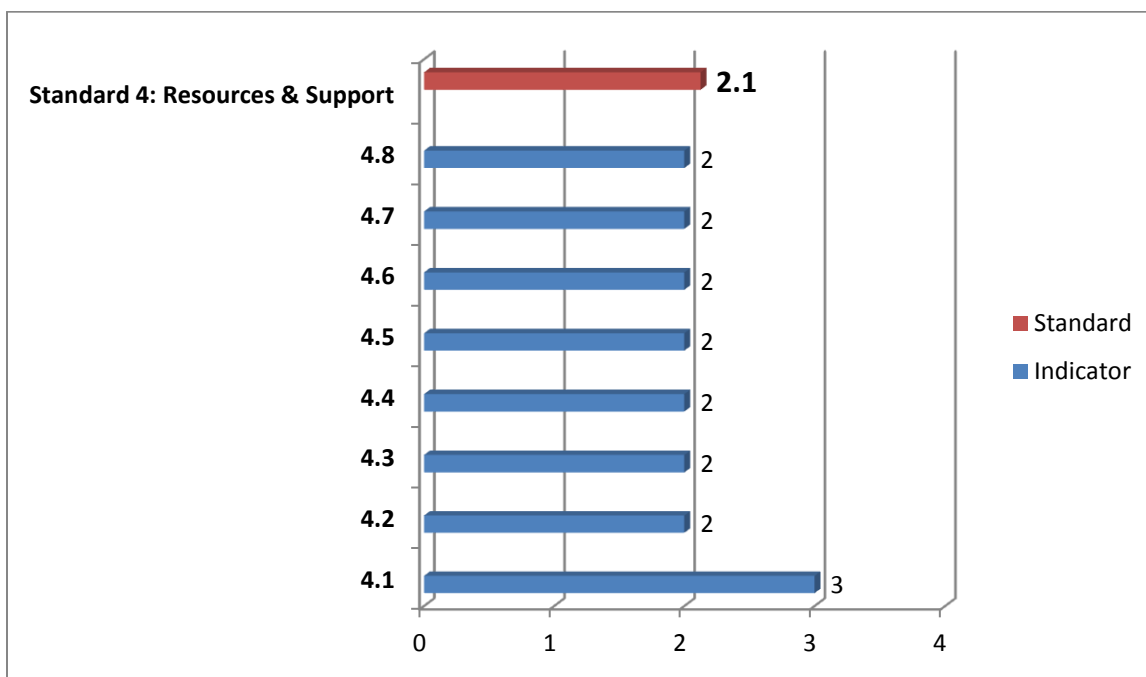


**Average ratings for each
Standard and its Indicators**

Standard 1: Purpose & Direction







2013 Leadership Assessment/Diagnostic Review Addendum

Martin County District 2011 Leadership Assessment Report Identified Deficiencies

Deficiency 1:

District leadership has not ensured that the comprehensive district improvement plan drives decision making throughout the district.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
x	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Board of education interviews • Superintendent interview • District office staff interviews • Documentation and artifacts • District improvement plan • Educational Recovery Leader interview • Executive Summary • Self-Assessment 	
<p>Comments:</p> <ul style="list-style-type: none"> • Board of education is not engaged in any aspect of the district improvement plan development, monitoring, implementation, setting of goals, evaluation of effectiveness, etc. The plan is submitted to the board annually for approval only. • Interviews consistently revealed that the creation of the district improvement plan is a “compliance” activity rather than a collaborative and comprehensive continuous improvement process focused on student achievement and system/school effectiveness. The district staff produces or revises a district improvement plan once per year which is submitted to the state department of education. To some extent, it appears this concludes the improvement planning process. Once completed, the extent to which the plan is used to guide decision-making by district leaders or the board of education is not evident. The extent to which monitoring of implementation is documented or reported to the board or other stakeholders is not evident. • A minimal connection exists between the district improvement plan and the school improvement plan. The extent to which the district leadership or the board of education, through policy or practice, sets expectations for school staff, parents, and community engagement in continuous improvement planning, provides oversight of implementation of the plan or planning process, provides support and training for planning or implementing strategies and activities, or supports the communication of the plan to stakeholders is not apparent. • No board of education members could discuss or explain goals or any part of the plan or planning process. • Interviews consistently revealed the absence of a commitment to continuous 	

improvement of student achievement as the chief priority of the school system, i.e., an awareness of the need to continually gather and analyze data for the purpose of informing decision-making focused on improvement of student performance and the conditions that support learning.

- Effective strategies for communicating school and system performance data as well as system plans for improving performance and system effectiveness are not clearly evident.

Deficiency 2:

District leadership has not ensured that the analysis of data and policies drive the district.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
x	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:

- Superintendent's presentation
- District staff interviews
- Board of education interviews
- Review of artifacts and documentation
- Staff surveys
- Student surveys
- School Data Room
- Executive Summary
- Self-Assessment

Comments:

- A Data Room has been created at the high school to track college readiness as well as reading and math performance. The Data Room includes interim assessment data and progress towards benchmarks for all students in the school. The degree to which the data in the Data Room is disaggregated or analyzed and, in fact, used to guide modifications in instruction, curriculum and assessment practices is not apparent.
- The Data Room data reflects math and reading data only and not data from the other core academic subjects or elective areas. The degree to which the system is gathering or using any data to monitor curriculum implementation or the effectiveness of instruction in science, social studies and other elective areas is not evident.
- Provision has been made for students to have data binders which include information on their academic performance. How this practice is monitored or the impact of this approach is not known.
- Interviews at the district office consistently revealed the absence of a culture that uses data to drive decision-making, (e.g., measurable improvement goals established by the board of education and systematically monitored by district leadership).

Deficiency 3:

District leadership has not ensured the organizational structure in place effectively monitors all district and school programs.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
x	There is little or no evidence of improvement with regard to this deficiency.
<p>Evidence:</p> <ul style="list-style-type: none"> • Superintendent's presentation • District staff interviews • Board of education interviews • Review of artifacts and documentation • Student survey data • Staff survey data • Organizational chart • Self-Assessment • Executive Summary 	
<p>Comments:</p> <ul style="list-style-type: none"> • Interviews and documentation consistently revealed that the degree to which Martin County has established coherent processes for the systematic supervision and evaluation of school and district leadership, professional and support staff as well as fidelity of program implementation is very limited. Little evidence suggests that supervision, evaluation and monitoring processes are aligned to professional learning or focused on the improvement of teacher/administrator professional practice and improved student success. • Clear processes for program review and evaluation to determine effectiveness of resource allocation, use of student and teacher time, fidelity of implementation, and so forth, are not evident. For example, the "Red Zone" intervention program, which is intended to ensure growth for all students and is in its second year of implementation, has not been formally evaluated for its effectiveness in improving performance. • The assignment of a district administrator to serve as a "School Liaison" for each of the six schools in the system lacks effectiveness. This is the result of an absence of clear guidance on the role and responsibilities of the School Liaison position. No formal job description exists and interviews reveal that services provided to each of the schools differ significantly. There is very little evidence that the position is being used for the purpose of communicating, monitoring, supervising, or conveying district expectations. • The district walkthrough (monitoring) process which was initially implemented in 2011-12, involved all district administrators conducting classroom monitoring, (2-5 minute observations), in all classrooms in all schools on a monthly basis. Based on interviews, the district walkthrough process, which lasted 30-45 minutes per school, appears to be highly "compliance" driven and is missing key 	

components that would ensure an effective monitoring process, (e.g., coaching, meaningful feedback, collaboration, follow-up, focus on professional learning). During the 2012-13 school year, the process has been implemented only randomly.

Deficiency 4:

District leadership has not developed a plan to communicate to all stakeholders the urgency for all students to reach proficiency.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
x	There is little or no evidence of improvement with regard to this deficiency.
Evidence:	
<ul style="list-style-type: none"> • Superintendent's presentation • District staff interviews • Board of education interviews • Review of documentation and artifacts • Self-Assessment • Classroom observation data • Stakeholder survey data • Billboard displaying district vision • Executive Summary 	
Comments:	
<ul style="list-style-type: none"> • The school district developed a Communication Plan in 2011-12 that called for the use of newsletters, social media, emails, website, School Messenger, etc. The Communication Plan was intended to convey educational information for all stakeholders, recognition of students, staff and administrators in multiple formats. Interviews and documentation reveal that the Communication Plan has purposefully not been implemented during the 2012-13 school year. • Of all the persons interviewed during this process, community members, board of education members, parents, district and school staff, only one community representative expressed a strong sense of urgency regarding student achievement. • There was no evidence that the superintendent, board members or other district staff had reached out to other community organizations, such as businesses, community, media, civic or faith based organizations, to share the district's vision for improvement and enlist their support and involvement in achieving proficiency for all students. • The district student recognition program, which recognized students for academic performance and other achievements, has been discontinued this year. • Communications between the superintendent and high school leadership, staff, and KDE Educational Recovery staff regarding implementation of improvement initiatives, student achievement, progress monitoring, resources, etc. does not exist. 	

Deficiency 5:

District leadership has not ensured that high expectations define the culture of Martin County Schools.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
x	There is little or no evidence of improvement with regard to this deficiency.
Evidence: <ul style="list-style-type: none"> • Superintendent's presentation and interview • District staff interviews • Community and parent interviews • Board of education interviews • Stakeholder survey data • Classroom and school observation data • Documentation and artifact review • Self-Assessment • Executive Summary 	
Comments: <ul style="list-style-type: none"> • No documentation or artifacts were provided that expressed high expectations for staff or students such as a formal statement of values and beliefs about teaching and learning, formal statement of purpose and direction that expressed high expectations for student, school and system effectiveness, clearly defined expectations for supervision and monitoring of school system staff and educational programs. • The extent to which measurable improvement goals, establishing high expectations for student and staff performance, have been created by the board of education and well communicated to all stakeholders by district leadership is not evident. • Classroom observation data indicated that the High Expectations learning environment was rated at 1.8 on a four point scale, the second lowest rating. 	

Diagnostic Review Team Schedule

Diagnostic Review District Schedule Martin County

SUNDAY, February 10, 2013

Time	Event	Where	Who
3:00 p.m.	Check-in	Heritage House Hotel - Prestonsburg	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Heritage House Hotel - Prestonsburg Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Heritage House Hotel - Prestonsburg Conference Room	Diagnostic Review Team Members

MONDAY, February 11, 2013

Time	Event	Where	Who
	Breakfast	Heritage House Hotel - Prestonsburg	Diagnostic Review Team Members
7:30 a.m.	Team arrives at district office	District office	Diagnostic Review Team Members
8:00 – 9:30 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the district come from, where is the district now, and where is the district trying to go from here. This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago in the priority district. Listen for: 1) the impact of school improvement initiatives begun as a result of the previous Leadership Assessment; 2) details and documentation as to how the district has improved student achievement and; 3) how the district has improved the conditions to support student learning. 2. Overview of the District Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement. 3. How did the school system ensure that the Internal Review process was carried out with integrity at the school and system levels? 4. What has the system done to evaluate, support, and monitor improvement at the focus/priority school? 5. What are the results? What evidence can the district present to indicate that learning conditions and student achievement have improved?	District office conference room	Diagnostic Review Team Members
9:30 – 9:45	Break	District office	Diagnostic Review Team Members
9:45 – 10:45 a.m.	Superintendent interview	District office conference room	Diagnostic Review Team Members
10:45 – 11:45	Individual interviews with district office staff	District office	Diagnostic Review Team Members (divided)
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing	TBD	Diagnostic Review Team Members
12:30 – 2:15 p.m.	Individual interviews school board members	District office	Diagnostic Review Team Members

			(divided)
2:15 – 3:00 p.m.	Interview community members	District office	Diagnostic Review Team Members (divided if necessary)
3:00 – 4:00 p.m.	Begin review of artifacts and documentation	District office	Diagnostic Review Team Members
4:00 p.m.	Team returns to Heritage House Hotel - Prestonsburg		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> Review findings from Monday Team members working in pairs re-examine ratings and report back to full team Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) Prepare for Day 2 	Heritage House Hotel - Prestonsburg Conference Room	Diagnostic Review Team Members

Tuesday, February 12, 2013

Time	Event	Where	Who
	Breakfast	Heritage House Hotel - Prestonsburg	Diagnostic Review Team Members
8:00 a.m.	Team arrives at district office	District office	Diagnostic Review Team Members
8:00 – 11:45 a.m.	Continue district office staff interviews	District office	Diagnostic Review Team Members
11:45 a.m.-12:30 p.m.	Lunch & team debriefing	TBD	Diagnostic Review Team Members
12:30 -4:00 p.m.	Continue review of artifacts and documentation	District office	Diagnostic Review Team Members
4:00 p.m.	Parent and community leaders identified by the school system		Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> Review findings from Tuesday Team deliberations to determine standards and indicators ratings Powerful Practices and Opportunities for Improvement at the standard level (assign team member writing assignments) Improvement Priorities – (assign team members writing assignments) Tabulate Learning Environment ratings Team member discussion around: <ul style="list-style-type: none"> Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities, as well as a listing of any schools that are falling below expectations and possible causes as well as those exceeding expectations and why. Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual 	Heritage House Hotel - Prestonsburg Conference Room	Diagnostic Review Team Members

schools or teachers should not be identified.)

Wednesday, February 13, 2013

Time	Event	Where	Who
	Breakfast	Heritage House Hotel - Prestonsburg	Diagnostic Review Team Members
7:30 a.m.	Check out of Hotel and departure for district office	Heritage House Hotel - Prestonsburg	Diagnostic Review Team Members
8:00 – 11:30 a.m.	<ul style="list-style-type: none"> Review final ratings for standards and indicators Review Powerful Practices, Opportunities for Improvement Review Improvement Priorities Prepare Exit Report 	District office conference room	Diagnostic Review Team Members
9:00 a.m. - 11:30a.m.	Final Team Work Session	District office conference room	Diagnostic Review Team Members
11:30 a.m.-12:30 p.m.	Working Lunch	District office conference room	Diagnostic Review Team Members
12:45 – 1:30	Complete Kentucky Leadership Assessment/Diagnostic Review Addendum		
1:30 – 2:00 p.m.	Kentucky Department of Education District Leadership Determination Session	District office conference room	Diagnostic Review Team Members and KDE Staff Member
2:00– 2:15 p.m.	<p>Exit Report with the superintendent</p> <p>The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by KDE.</p> <p>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</p>	District office conference room	Diagnostic Review Team Members

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission (NWAC) joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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District Diagnostic Review Summary Report

Martin County

School District

2/10/2013 – 2/13/2013

The members of the Martin County District Diagnostic Review Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

District Authority:

District leadership does not have the ability to manage the intervention of Sheldon Clark High School.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Martin County School District and Sheldon Clark High School.

Superintendent, Martin County

_____ Date: _____